Sunrise Climate Plan
2026-2027 School Year

Mission

Through a data-driven lens, we cultivate students' critical thinking skills and inspire them to become thoughtful leaders, while fostering an inclusive environment that celebrates diversity and recognizes the unique strengths and perspectives of every individual

Vision

Our school is committed to achieving academic success for all learners by building strong partnerships with students and their families



Core Values

Be Safe
Be Respectful
Be Responsible

What Is School Climate?

School Climate Overview

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience a sense of belonging and have a positive school experience.

Multi-Tiered System of Support

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

Schoolwide Values and Common Area Expectations

Our School's Core Values are

Be Safe

Be Responsible

Be Respectful

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.

Common Area Expectations - Complete List

Lee Common Area Sample Expectations from Student Handbook:

Location	**Be Safe**	**Be Respectful**	**Be Responsible**
Hall	•I walk facing forward •I stay to the right following the flow of traffic •I keep hands and feet to myself and off the walls	•I use kind words and actions •I use Voice Level 0 •I respect the personal space of others and learning happening in class	•I use a hall pass •I go right to my destination and return without other detours
Playground/ Field & Courts	•I walk to and from play area •I stay within boundaries •I use playground equipment the way it was meant to be used	•I use kind words and actions •I play fairly •Everyone is allowed to play	•1 Whistle = Freeze •2 Whistles = Line Up •I use 2 problem solving strategies •I tell a teacher about possible dangers or problems

Teaching Common Area Expectations

All students are taught the common area expectations at least three times a year after long breaks.
Common Area Expectations

Schoolwide (Tier 1) Climate Practices

Each {insert school name} student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

Classroom Community Building/Tier 1 Supports

***Staff responsibility for all students*:**

-Greet students for a daily positive initial interaction (In hallways, at classroom doors, during morning meetings, while on duty, etc)
-Post school-wide values and expectations in classrooms and common areas
-Explain and practice school-wide expectations and review them throughout the year
-Social Emotional Learning (Caring School Community, Zones of Regulation and Mindful practices)
-Acknowledge positive student behavior with Leopard Awards and parent communication
-Differentiated instruction for all students (Talented and Gifted, English Language Learners, Special Education, etc)
-Build positive relationships and remain knowledgeable about students' lives (1:1 instruction, know below-the-line information)
-Classroom community activities embedded in daily routine (e.g. Morning Meeting, check-ins with students)
-Co-created Classroom Agreements posted somewhere near where Morning Meeting takes place
-Weekly Class Meetings as part of the Caring School Community lesson time, as an opportunity for teaching and learning about conflict resolution
-Classroom break space with regulation visuals and tools, and clear expectations about the use of the space
- Consistent use of think sheets as a way to support reflection, conflict resolution and overall restorative practices

Student Intervention Team: Additional Behavior & Academic Supports (Tier II and Tier III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process**.

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	**Function: Escape/Avoid** Breaks are Better Check and Connect Social/Emotional Skills Group

Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	**INTERVENTION** (exhaustive) Individualized interventions outlined in the FBA/BSP

Defining Stage 1 and Stage 2/3 Behaviors

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

Defining Stage 1 and Stage 2/3 Behaviors (1.5)

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Defining Behaviors

Introduction

At Jason Lee Elementary, we believe that every child can and will succeed academically and behaviorally given conditions that meet their individual needs. We see that the traditional use of punishment in response to misbehavior tends to alienate children from their school community and often escalates or complicates unsuccessful behaviors. It is critical that we explicitly, intentionally and regularly teach, practice and reinforce positive behavioral expectations for all students in every classroom and in the school overall.

Student misbehavior communicates to us unmet social and emotional needs and also demonstrates gaps in social and cognitive learning. Meeting unsuccessful behaviors with compassion and curiosity allows us to understand how to help students learn and find success. While corrective consequences are effective in

some circumstances, instructional and restorative responses often allow us to strengthen relationships with students who are struggling while they develop the skills that will lead to success in the future.

It is our responsibility as a school to develop a multi-tiered system of support for students and to utilize these supports regularly to ensure that all students have access to success. There is stark and ample evidence that our systems of discipline have disproportionately and negatively affected our students of color. In response, we strive to take an active role in correcting this injustice and maintaining systems of support and instruction that are equitable for all.

Defining Behaviors

Low Level Behaviors Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & review cum file) ● No documentation for behavior ● Document parent contact	**Minor/Stage 1 Classroom Managed Behaviors** PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.) ● Copy of Stage 1 made in Synergy ● No immediate involvement by admin	**Major/Stage 2/3 Office Managed Behaviors** Office referrals: Administrator will contact the parent. Teacher must make follow up contact **by phone** with the parent. ● Can include ****chronic*** Stage 1 misbehaviors (paper goes/student stays/admin within 24 hours) ● Stage 3- Extreme, harmful, illegal (paper and student go/admin deals before student returns)
Language ● Language "slips" ● Inappropriate non swearing language ● Inappropriate language not understood	**Swearing/Vulgarity** (written/spoken) ● Use of lesser swear words ● Reported use of hand gestures	**Swearing/Vulgarity** (written/spoken) ● Use of "greater" swear words ● Use of obscene hand gestures ● Repeated or explicit sexual talk
Vandalism/Theft/Misuse of Property ● Careless accident ● Climbing on bathroom stalls, soaping mirror	**Vandalism/Theft/Misuse of Property** ● Teasingly taking others possessions ● Thoughtlessly damaging property –can be easily fixed w/ little time or cost	**Vandalism/Theft/Misuse of Property** ● Taking others possessions to keep ● Purposely damaging property – if fixable. timely or cost involved
Annoyances ● Lack of focus ● Noise making ● Out of seat ● Cutting in line	**Classroom Disruption** ● Repeated Talk Outs ● Silly Answers ● Repeatedly interrupting others while working	**Chronic/Serious Classroom Disruption** ● Stopping the Learning Process ● Unsafe Behaviors
Thoughtlessness ● Doesn't care if it hurts others feelings ● Isolated instance of disrespect	**Disrespect** ● Has to have last word ● Argumentative to peers	**Blatant Disrespect** ● Significant back talk ● Disrespectful body language
Teasing ● Altering names ● Annoying on purpose: bugging ● Intentional misgendering ● Teasing that stings	**Pre-harassment** ● "Put Downs" ● Threatening stares ● Mean-spirited teasing ● Mean-spirited misgendering	**Harassment** ● Patterns of misgendering ● Patterns of "put downs" ● Threats/extortions ● Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks

Hands/Feet/Objects to Self ● Poking or pushing ● Pinching, jostling, ● Retaliating as above	**Roughness** ● Play wrestling, body holds, light kicking, shoving ● Pre-fighting, aggressive posturing – pushing	**Fighting/Aggression** ● Hitting/kicking/punching ● Encouraging another to fight

Restorative Practices at Sunrise

Restorative Questions

Questions that can be used in conflict, to build understanding, and to maintain/repair relationships.



We believe in the use of restorative practices to support behavior at SUNRISE

This means that we follow a protocol when responding to behavior that seeks to center the victim, repair harm, take accountability for our actions and focuses on teaching and learning, so that victim and perpetrator come out of the process with new learning

about themselves and others. The perpetrator of the harm is supported in gaining new skills or addressing their unmet needs so the behavior isn't repeated.

We use **Think Sheets** as a tool in the Restorative Practices process. A typical protocol for the use of Think Sheet (classroom disruption) could look like this:

1. Behavior occurs
2. Teacher signals for student to reset (take a break in break space if needed)
3. When ready, student can fill out a think sheet in reflection area (predetermined)
4. Student moves to reflection area
5. Student completes think sheet with words or pictures
6. Teacher reviews plan with student
7. Student reenters learning activity
8. Sheet is stored/logged and sent home to guardians

Following a behavior incident, deescalated students are given an opportunity to reflect through the use of Think Sheets. The Think Sheets also support reflection and repair conversations.

Discipline Policies & Behavior Consequences

Sunrise has created and calibrated around a flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

Lee Discipline Policies (Climate Handbook)

For office/admin-managed behaviors, consequences can include Structured Lunch AND/or Recess.

Please know that at no point is it ok for students to be punished with missing recess or lunch. This goes against PPS policy. Students can have "structured" lunch which means the student can have their meal in a designated spot near adult supervision. Structured recess includes time with adults where repair conversations, teaching and practicing of new skills can happen in a regular recess location.

Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning

Effective Classroom Practices Plan

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

See sample plans Effective Classroom Practices Plans here.

Lee ECP Plans

Sub Plans

Feedback and Acknowledgement Systems

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding.

Lee school-wide acknowledgement system

Family/Caregiver Involvement & Feedback Opportunities

Plan for Family, Student and Community Involvement (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
8/22	Open House/Ice cream social	Community meet and greet prior to the start of school	Alma Velazquez
9/17	Back to School Night	Information about instructional programing, ESL and TAG services, as well as our Title 1 designation	Alma Velazquez
9/22	Festival de la Familia	Cultural celebration of our students' Latino culture	Alma Velazquez
11/7	Career Day	Community volunteers help show our students a variety of options for careers and work	Alma Velazquez
12/11	Celebration of the Arts	Showcase of student artistic work in visual and performing arts	Alma Velazquez
TBD	Lunar New Year Celebration	An important Vietnamese cultural celebration regularly held at Jason Lee that includes student artistic performances	Alma Velazquez
2/26	Black Brilliance	Our annual celebration of Black Brilliance through student performances	Alma Velazquez

3/6	Read Across America/Grandparents Day	Grandparents and Special Friends join our students in reading activities at school	Alma Velazquez
4/30	Dia del Niño/Day of the Child Celebration	Traditional Latin American celebration of children's role in society. We celebrate with special readings, games and student performances.	Alma Velazquez
5/29	Volunteer Appreciation	A chance to say thanks to our amazing volunteers that support students, staff and families during the year.	Alma Velazquez
6/4	Field Day	Annual outdoor event featuring a number of challenging and fun physical activities and games.	Alma Velazquez
6/9	5th Grade Promotion	We celebrate our outgoing 5th graders in completing their elementary school careers	Alma Velazquez

Data That Informs Our Climate Plan

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)
This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

Lee CR-TFI 2025-2026

Lee RJ Rubric

Lee SCIP 24-25

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

Recent SSS data

Student SSS

Family SSS

Staff SSS